

**Texas Education Agency
Standard Application System (SAS)**

2015-2016 Public Charter School Program Start-Up Grant

Program authority:	Public Law 107-110, Elementary and Secondary Education Act of 1965, as amended by NCLB Act of 2001, Title V, Part B, Subpart 1; Texas Education Code, Chapter 12	FOR TEA USE ONLY Write NOGA ID here: <div style="display: flex; justify-content: space-around;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">Document Control Center Grants Administration</div> <div>2014 DEC 11 PM 3:06</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">Received Texas Education Agency</div> </div>
Grant period:	May 1, 2015, to July 29, 2016	
Application deadline:	5:00 p.m. Central Time, December 16, 2014	
Submittal information:	Four complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494 </div>	
Contact information:	Arnaldo Alaniz: CharterSchools@tea.state.tx.us; (512) 463-9575	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
Calallen ISD	178903	Calallen HS 178903001	
Vendor ID #	ESC Region #	US Congressional District #	DUNS #
74-6000464	2	TX-27	078492675
Mailing address		City	State ZIP Code
4205 Wildcat Dr.		Corpus Christi	TX 78410-5108

Primary Contact

First name	M.I.	Last name	Title
Arturo		Almendarez	Superintendent
Telephone #	Email address		FAX #
361- 242-5600	almendarez@calallen.org		361-242-5614

Secondary Contact

First name	M.I.	Last name	Title
Anita		Danaher	Assistant Superintendent
Telephone #	Email address		FAX #
361- 242-5600	adanaher@calallen.org		361-242-5614

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Arturo		Almendarez	Superintendent
Telephone #	Email address		FAX #
361- 242-5600	adanaher@calallen.org		361-242-5614
Signature (blue ink preferred)		Date signed	


 Only the legally responsible party may sign this application.

12-05-2014

701-15-101-001

Schedule #1—General Information(cont.)

County-district number or vendor ID: 178903

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note for Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600/15XX)		<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required and if it is either blank or missing from the application, the application will be disqualified.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 178903

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment (Note: Only school districts applying on behalf of a campus charter need to submit these attachments)	Description of Required Program-Related Attachment
1	Documentation of Authorization to Charter	<ul style="list-style-type: none"> A copy of the local district's policy for authorizing campus charter schools; AND A copy of the district's charter application for the authorized campus charter; AND A copy of the petition presented to the board of trustees that as signed by the parents of a majority of the students at the school campus <i>and</i> a majority of the classroom teachers at the school campus requesting a campus charter (TEC §12.052, §12.053) OR a copy of the contract between the school district and the entity to provide educational services to the district through the campus or program and at a facility located in the boundaries of the district (TEC §12.0521).
2	Board of Trustees Approval on or before December 15, 2014	<ul style="list-style-type: none"> A copy of the <i>approved</i> minutes from the local board of trustees meeting in which the charter was granted; OR A copy of the board agenda with an action item to consider or approve the campus charter and draft minutes from the local board of trustees meeting in which the charter was granted.
3	Narrative Description from Superintendent	<p>A narrative description on district letter signed by the superintendent which contains the following must be submitted:</p> <ul style="list-style-type: none"> The mission of the campus charter; An explanation of the development of the proposed campus charter and the rationale for the district granting a charter to the new district campus; A detailed description, including supporting documentation, of the ways in which the campus charter will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus charter and their input with regard to the school's curriculum, calendar, budget, and daily operations, and how this autonomy is above and beyond the degree of flexibility and autonomy afforded to traditional campuses within the district; A detailed description, including supporting documentation, that explains the ways in which the school district plans to conduct an independent annual financial audit of the campus charter, separate and apart from the district's independent annual financial audit, and the manner in which the campus will provide the necessary data for the school district to report on its locally-developed objectives; The methods and timelines that the district will use to ensure that the campus charter receives all federal funds to which its students are entitled; and A valid certificate of occupancy, or its equivalent, for the instructional facility, if the location of the campus charter has been determined.
4	Federal Definition of a	A completed Attachment 1 from the "To the Administrator Addressed" letter dated

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

	Public Charter School	August 29, 2014, regarding compliance with the Federal definition of a Public Charter School must be submitted with the grant application. See http://www.tea.state.tx.us/index4.aspx?id=25769806846 .
5	Campus Charter Information Form	A completed Campus Charter Information Form (Attachment 3) from the "To the Administrator Addressed" letter dated August 29, 2014, regarding compliance with the Federal Definition of a Public Charter School which must be submitted with the grant application. See http://www.tea.state.tx.us/index4.aspx?id=25769806846

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

/

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 178903

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The charter school's financial accounting system adheres to the following requirements: <ul style="list-style-type: none"> • accommodates the minimum 15-digit account code mandated by the FASRG; • generates information needed for PEIMS reporting; and • ensures adequate accountability of state and federal funds. <p>*If the school's financial accounting system is not approved by TEA, the charter school will budget and acquire an acceptable accounting system and training with these grant funds. Additionally, the school will be required to submit proof of an acceptable accounting system prior to receiving continued and/or additional funding.</p>
4.	The charter school will maintain clear documentation and data for the school and students served by the PCSP Start-Up Grant; will comply with any reporting and evaluation requirements that may be established by the TEA; and will submit the reports in the format and manner requested by TEA's Division of Financial Compliance. Grantees will be required to cooperate with the team that has been contracted to evaluate the use of the PCSP Start-Up Grant funds.
5.	The public charter school has on file a certificate of occupancy or the equivalent, for the instructional facility. At any time, should the TEA Charter School Administration Division request a copy, the public charter school will provide such copy immediately.
6.	<p>According to Title V, Part B, of NCLB, to receive federal grant funds of any type including U. S. Department of Education funds, the charter school must meet the following definition. By signing Schedule #1 and submitting the application, the authorized official of the public charter school certifies that each of the statements below is true and that the school is in compliance with this definition. A charter school is not eligible to receive any federal funds at any time, formula or discretionary, from TEA if it does not comply with this definition.</p> <p>A charter school means a public school that:</p> <ol style="list-style-type: none"> 1. In accordance with TEC Chapter 12, is exempted from significant state or local rules that inhibit the flexible operation and management of the school, but not from any rules relating to the other requirements identified in P.L. 107-110. 2. Is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction. 3. Operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency. 4. Provides a program of elementary or secondary education, or both. 5. Is nonsectarian in its programs, admission policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution. 6. Does not charge tuition. 7. Complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Part B of the Individuals with Disabilities Education Act. 8. Is a school to which parents choose to send their children, and that admits students on the basis of a lottery, if more students apply for admission than can be accommodated. 9. Agrees to comply with the same federal and state audit requirements as do other elementary schools and secondary schools in the state, unless such requirements are specifically waived for the purposes of this program.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

	10. Meets all applicable federal, state, and local health and safety requirements. 11. Operates in accordance with state law. 12. Has a written performance contract with the authorized public chartering agency in the state that includes a description of student performance that will be measured in charter schools pursuant to state assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public charter agency and the charter school.
7.	Charters established under TEC Chapter 12, Subchapter C, must also comply with the following: <ul style="list-style-type: none"> a. Campus charter schools, must use funds to supplement (increase the level of services) and not supplant (replace) funds from federal, state, and local funds for similar activities. Any program activity required by state law, State Board of Education (SBOE) rules, or local board policy may not be paid with these funds. State or local funds may not be decreased or diverted for other uses merely because of the availability of these funds. Grantees must maintain documentation which clearly demonstrates the supplementary nature of these funds. b. The campus charter will be established according to and in compliance with TEC, Chapter 12, Subchapter C, Sections 12.051-12.065. c. The campus charter school will be designated as a campus charter in the Texas Education Agency (TEA) organizational database, AskTED, prior to operating as a campus charter for the 2015-2016 school year. If the campus charter school began operation prior to the 2015-2016 school year, but is still eligible to apply for and receive funding under this grant for the implementation of its charter school program, the campus charter school must be designated as a campus charter in AskTED when the grant application is submitted to TEA. d. As per Title V, Part B, Subpart 1, Section 5204(f)(4)(B), a local education agency (LEA) may not deduct funds for administrative fees or expenses from a subgrant awarded to an eligible applicant, unless the eligible applicant enters voluntarily into a mutually agreed upon arrangement for administrative services with the relevant LEA. Absent such approval, the LEA shall distribute all subgrant funds to the eligible applicant without delay. e. The campus charter will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus charter school and their input with regard to the school's curriculum, calendar, budget, and daily operations. This autonomy will be <u>above and beyond the degree of flexibility and autonomy afforded to traditional campuses</u> within the district.

For TEA Use Only	
Changes on this page have been confirmed with: Via telephone/fax/email (circle as appropriate)	On this date: By TEA staff person:

Schedule #5—Program Executive Summary

County-district number or vendor ID: 178903

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Calallen Independent School District (CISD) serves approximately 4000 students. The district is located in the Coastal Bend, an eleven county region of South Texas. The region has a fast growing economy due to recent growth in the oil and gas industry which is expected to create more than 69,000 new jobs by 2020. Job qualifications for oil and manufacturing industry occupations require a specialized technical certification or college degree. This is a challenge in a region where less than one-fourth of students enroll in postsecondary education or training upon high school graduation. CISD proposes to establish a campus charter, the Northwest Center for Advanced Studies (NCAS), to provide economically disadvantaged and first-generation college students in grades 10-12 access to dual credit and technical credit courses during high school. Students enrolled in the charter will complete high school with at least 30 hours of credit from Del Mar Community College, Texas A&M University-Kingsville, and/or the Craft Training Center on their way to a postsecondary credential. The innovative educational plan integrates courses in TEA endorsement fields with postsecondary degree and certification programs to provide a graduation plan that promotes school and career success. **Budget:** The CISD Education Improvement Committee (CEIC) made up of educators, parents, institution of higher education (IHE) representatives, community leaders and industry partners has developed an educational plan to meet the goal of high need learners with goal of each student successfully completing one year of postsecondary education during high school. The plan includes 5 objectives based on the Jobs for the Future model which recommends enriched preparation, postsecondary bridging, and first year supports. The team created a chart outlining critical success factors, milestones, action steps, and performance targets to guide implementation of each objective. Using the framework, CISD educators created a detailed budget for each action step including curriculum resources, professional development and services, educational materials, technology/media, and equipment. The resulting budget is designed to maximize funds from all sources to implement the evidence based plan. **Demographics:** CISD serves 3981 students on three campuses. Public Education Information Management System (PEIMS) data indicates the two largest student populations in CISD are Hispanic (55.3%) and White (41%) learners. Of the general student population, 42% are classified as economically disadvantaged (ECD), 2% are English language learners, 9.8% qualify for Special Education services, 33.2% are at risk of graduating from high school, and 18.7% take college credit courses during high school. **Needs Assessment:** The CEIC conducts a comprehensive needs assessment annually. Five identified needs will be addressed at NCAS: (1) Qualifications for high demand industries in the Coastal Bend Region (civil engineering, manufacturing, business accounting, and health services) require students earn a specialized technical certification or college degree. This is a challenge for the traditional CISD high school program since core courses and electives are not sequenced to lead to both a HS diploma and postsecondary credential. Pathways of courses leading to both diploma and degree are needed. (2) Texas Academic Performance Report (TAPR) data reveals CISD Middle School students outperform state averages in all subject areas. However, by 10th grade there are significant achievement gaps between the general student population and economically disadvantaged learners. These gaps widen as students progress from 10th through 12th grade in the subject areas of social studies, science, and math. There is a need to provide enriched preparation in these subjects beginning in 10th grade. (3) Even though TAPR data reveals 97% of Calallen High School students graduate annually, only 76% of ECD learners graduate on a college preparatory plan and less than 10% of these students meet college entrance requirements. There is a need to provide postsecondary bridging to support students in meeting college exam requirements; applying for entrance, financial aid, and scholarships; and creating a customized diploma to degree plan. (4) Current high school graduation requirements enable CHS students to take 7 ½ electives during grades 9-12. However, only 7.6% of ECD learners enroll in advanced placement classes and 18.7% enroll in dual credit courses. Of these students who enroll in a credit bearing classes, only 60% earn credit. These numbers are much lower than the CHS student population and state averages. There is a need for CISD to provide first year supports to ensure ECD students successfully earn credit in advanced studies. (5) Out of 86 teachers in CISD instructing in grade levels 9-12, there is only one teacher qualified to teach dual credit courses and no teacher qualified to teach industry credential courses. There is a need to provide opportunities for teachers to attend graduate and technical credit programs to earn credentials to teach in NCAS. **Management Plan:** NCAS will employ a Director who reports to the Superintendent. The CISD leadership team including the Asst. Superintendent for Curriculum, Asst. Superintendent for Finance, and Asst. Superintendent for Personnel and Administrative Services will work with the Director to oversee all aspects of NCAS curriculum, leadership, and operations. Management practices and procedures will be reviewed each semester by the site based NCAS Education Improvement Committee. The team will revise management policies/procedures as needed to ensure the NCAS calendar, schedule, daily operational procedures and budget support educators in accomplishing the innovative education plan. **Evaluation:** The NCAS educational plan was

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 178903

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

created based on five goals by the district CISD Education Improvement Committee (CEIC). The committee also created a timeline during planning to monitor project implementation and student achievement. The timeline outlines an objective and critical success factors for each goal and provides expected dates for beginning and completing activities. The campus based committee will review project level data each semester and at the end of the project period to evaluate critical success factors completed as indicated on the timeline. The site based team will also review student level data at the completion of each semester and the end of the project period to determine the impact of the program on student STAAR scores, college readiness exams, and postsecondary course completion. The committee will prepare a summative evaluation of successful innovations and challenges for each grant goal. The CEIC will present the comprehensive evaluation to the CISD Board in August 2016. **TEA/Statutory Requirements:** The application meets all requirements. (1)The CISD Board will be the governing body of the charter. (2)CISD will provide for continued operation of NCAS once the grant has expired using all applicable local, state and federal funds. (3)The charter will ask for a waiver of the required 180 days of instruction to allow students to attend courses on postsecondary campuses.(4) All grant funds requested have been correlated to grant goals and objectives to provide a research-based program for high need students. CISD leaders will work with NCAS to ensure all funding sources are combined to maximize resources. (5) CISD will comply with all sections of IDEA to meet the needs of NCAS special education students. (6) The NCAS educational plan includes academic and social support to enable students to meet Texas academic achievement standards, graduate HS with a Distinguished Level of Achievement and earn 30 hours of postsecondary credit. Students in grades 10 to 12 will be eligible to enroll in the charter. NCAS will work with IHE partners to provide college preparatory and credit courses that meet HS graduation and postsecondary credential requirements. (7)The NCAS Director will work under the supervision of the Superintendent. The NCAS Education Improvement Committee will monitor progress to make decisions on-site and revise implementation continuously without district consent which is beyond the autonomy of traditional CISD teams. (8)NCAS will monitor progress based on increased pathways to a credential, achievement in college preparatory classes, postsecondary credits earned, and educator qualifications to teach NCAS classes. Program effectiveness will be evaluated based on the number of ECD learners who complete a HS diploma and earn 30 hours of postsecondary credit. (9)Parents, business owners, industry leaders and workforce agency personnel will be involved on the improvement team to have a voice in all aspects of the charter. (10)The community will be informed of the charter through school district meetings and web sites, promotional material on social media, community flyers, and newspaper advertisements. All students within CISD or within 50 miles of the district will be eligible to submit an application. (11) CISD prepared application documents in accordance with TEA requirements and local and legal board policy. The charter application was submitted to the Board and approved on November 17, 2014. NCAS will provide evidence based supports, advisors and coaches, and state-of-the art technology tools to successfully understand and apply content and pass advanced courses. The campus expands opportunities for students from taking dual credit electives to earning a HS diploma and a postsecondary credential. (12) The campus charter may be placed on probation or revoked based on failure to meet the charter plan as specified in CISD Board policy. (13) The campus will be governed by the CISD Board based on policy. The education improvement committee will meet continuously to make decisions concerning the school's curriculum, calendar, budget, and daily operations independent of the district committee. (14)An annual NCAS financial audit will be conducted separately from CISD. (15) Applications for federal funds will be allocated to the campus based on TEA timelines to ensure students promptly receive services. **TEA Requirements:** (1) NCAS will serve 40 students in grade 11 and 40 students in grade 12 during Year 1 of operation. (2) The campus will serve 40 students in grade 10, 60 students in grade 11, and 60 students in grade 12 by Year 2. (3) Approximately 10% of students in NCAS would otherwise attend a priority or focus school. (4)Students will be recruited from Corpus Christi Moody HS, Garza-Gonzales Charter, and Kingsville HS. **Commitment:** Over the past 4 years, Calallen ISD has established a successful dual credit program that offers students the opportunity to take face-to-face college credit courses with professors from regional colleges and universities. Based on the postsecondary education program, CISD has earned the TAPE award for outstanding achievement in the overall development of community partnerships that enhance student success, and has also been recognized by the *Texas School Business* magazine for implementing a program that is bettering the lives of students, the school and the community. CISD is committed to expanding this successful program to increase the number of targeted ECD first generation college students graduating from high school, earning a college degree, and finding gainful employment in a high paying occupation of the Coastal Bend Region of South Texas.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #6—Program Budget Summary

County-district number or vendor ID: 178903			Amendment # (for amendments only):		
Program authority: Public Law 107-110, Title V, Part B, Subpart 1, NCLB, and TEC Chapter 12					
Grant period: May 1, 2015, to July 29, 2016			Fund code: 258		
Budget Summary					
Schedule #	Title	Class/ Object Code	Planning: Direct Program Cost	Implementation: Direct Program Cost	TOTAL Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$92,040	\$35,040	\$127,080
Schedule #8	Professional and Contracted Services (6200)	6200	\$34,700	\$64,200	\$98,900
Schedule #9	Supplies and Materials (6300)	6300	\$3,000	\$209,152	\$212,152
Schedule #10	Other Operating Costs (6400)	6400	\$38,237	\$43,875	\$82,112
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$31,120	\$248,580	\$279,700
Grand total of budgeted costs (add all entries in each column):			\$199,097	\$600,847	\$799,944

No administrative costs (direct or indirect) may be charged to this grant program [Public Law 107-110, Elementary and Secondary Education Act of 1965, as amended by No Child Left Behind Act of 2001, Title V, Part B, Subpart 1, Section 5204 (f)(4)(B)].

For TEA Use Only

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 178903				Amendment # (for amendments only):		
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Planning Costs	Implementation Costs	TOTAL Payroll Budgeted
Academic/Instructional						
1	Teacher			\$	\$	\$
2	Educational aide			\$	\$	\$
3	Tutor			\$	\$	\$
Program Management and Administration						
4	Project Director 5/1/2014 to 30 days		1	\$22,000	\$2,000	\$24,000
5	Project coordinator			\$	\$	\$
6	Teacher facilitator – 1 month summer		4	\$22,000	\$	\$22,000
7	Teacher supervisor			\$	\$	\$
8	Secretary/administrative assistant			\$	\$	\$
9	Data entry clerk			\$	\$	\$
10	Grant accountant/bookkeeper			\$	\$	\$
11	Evaluator/evaluation specialist			\$	\$	\$
Auxiliary						
12	Counselor			\$	\$	\$
13	Social worker			\$	\$	\$
14	Community liaison/parent coordinator			\$	\$	\$
Other Employee Positions						
15	Administrative Personnel 5/1/2014 to 30 days after school starts		4	\$21,000	\$4000	\$25,000
16	Special Education Staff-1 mo. summer		1	\$5500	\$	\$5,500
17	Title			\$	\$	\$
18	Subtotal employee costs:			\$70,500	\$6,000	\$76,500
Substitute, Extra-Duty Pay, Benefits Costs						
19	6112 Substitute pay			\$	\$2,000	\$2,000
20	6119 Professional staff extra-duty pay			\$7,500	\$20,000	\$27,500
21	6121 Support staff extra-duty pay			\$	\$2,000	\$2,000
22	6140 Employee benefits			\$14,040	\$5,040	\$19,080
23	61XX Tuition remission (IHEs only)			\$	\$	\$
24	Subtotal substitute, extra-duty, benefits costs			\$21,540	\$29,040	\$50,580
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$92,040	\$35,040	\$127,080

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration [Grant Management Resources](#) page.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 178903

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Planning	Implement- ation	TOTAL Budgeted	
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$		\$	
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$	\$	\$	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$	\$	\$	
Professional Services, Contracted Services, or Subgrants					
#	Description of Service and Purpose	Check If Subgrant	Planning	Implemen- tation	TOTAL Budgeted
1	Curriculum Development - IHE/Technical Center consultation to develop course pathways to credential	<input type="checkbox"/>	\$6,500	\$4,000	\$10,500
2	Dual Credit Curriculum Development Contracted Service Agent	<input type="checkbox"/>		\$16,000	\$16,000
3	Curriculum Training - including ENG and Math Developmental Courses 10th grade	<input type="checkbox"/>	\$3,500	\$3,500	\$7,000
4	Technical Training contracted service	<input type="checkbox"/>	\$2,000	\$15,000	\$17,000
5	Curriculum and Pathway Development STEM fields	<input type="checkbox"/>	\$4500	\$2700	\$7200
6		<input type="checkbox"/>	\$	\$	\$
7		<input type="checkbox"/>	\$	\$	\$
8		<input type="checkbox"/>	\$	\$	\$
9		<input type="checkbox"/>	\$	\$	\$
10		<input type="checkbox"/>	\$	\$	\$
11		<input type="checkbox"/>	\$	\$	\$
12		<input type="checkbox"/>	\$	\$	\$
13		<input type="checkbox"/>	\$	\$	\$
14		<input type="checkbox"/>	\$	\$	\$
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:			\$16,500	\$41,200	\$57,700
a. Subtotal of professional and contracted services requiring specific approval:			\$	\$	\$
b. Subtotal of professional services, contracted services, or subgrants:			\$16,500	\$41,200	\$57,700
c. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval: Special Education Support, Legal Services, AVID, Staff tuition to IHE, Developmental Course, Craft, Maintenance and Repairs, Utilities including communication costs.			\$18,200	\$23,000	\$41,200
(Sum of lines a, b, and c) Grand total			\$34,700	\$64,200	\$98,900

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 178903

Amendment number (for amendments only):

Expense Item Description

6399	Technology Hardware—Not Capitalized							
	#	Type	Purpose	Quantity	Unit Cost	Planning	Implement- ation	TOTAL Amount Budgeted
	1	Personal Computers	Access IHE Resources	172	\$396	\$0	\$113,992	\$113,992
	2	Routers/ Wiring	Wireless Access	1	\$31,000			
	3	Network Printers	Student and Teacher Printing	4	\$5200			
	4	3 D Printers	CAD and STEM courses	4	\$4400			
	5				\$			
	6				\$			
	7				\$			
	8				\$			
	9				\$			
	10				\$			
6399	Technology software—Not capitalized					\$0	\$7460	\$7460
6399	Supplies and materials associated with advisory council or committee					\$1000	\$1000	\$2000
Subtotal supplies and materials requiring specific approval:						\$1000	\$122,452	\$123,452
	Remaining 6300—Supplies and materials that do not require specific approval:					\$2,000	\$86,700	\$88,700
Grand total:						\$3,000	\$209,152	\$212,152

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #10—Other Operating Costs (6400)				
County-District Number or Vendor ID: 178903		Amendment number (for amendments only):		
Expense Item Description		Planning	Implementation	TOTAL Budgeted
6411	Out-of-state travel for employees (includes registration fees)	\$	\$	\$
	Specify purpose:			
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	\$	\$8700	\$8700
	Specify purpose: College or technical institute classes			
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	\$	\$	\$
	Specify purpose:			
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	\$	\$	\$
	Specify purpose:			
6411/ 6419	Travel costs for executive Dean of Studentss (6411); superintendents (6411); or board members (6419): Includes registration fees	\$	\$	\$
	Specify purpose:			
6429	Actual losses that could have been covered by permissible insurance	\$	\$	\$
6490	Indemnification compensation for loss or damage	\$	\$	\$
6490	Advisory council/committee travel or other expenses	\$	\$	\$
6499	Membership dues in civic or community organizations (not allowable for university applicants)	\$	\$	\$
	Specify name and purpose of organization:			
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	\$	\$	\$
	Specify purpose:			
Subtotal other operating costs requiring specific approval:		\$	\$	\$
Remaining 6400—Other operating costs that do not require specific approval: Professional Learning Teachers (travel and registration fees), College entrance course fee and test fee, property insurance, college events (travel and registration fees)		\$38,237	\$35,175	\$73,412
Grand total:		\$38,237	\$43,875	\$82,112

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

For TEA Use Only

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

Schedule #11—Capital Outlay (6600/15XX)

County-District Number or Vendor ID: 178903

Amendment number (for amendments only):

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Planning	Implementation	TOTAL Budgeted
6669/15XX—Library Books and Media (capitalized and controlled by library)						
1	Books for NCAS library	N/A	N/A	\$	\$14,320	\$14,320
2	Media for NCAS library	N/A	N/A	\$	\$6,330	\$6,330
3		N/A	N/A	\$	\$	\$
4		N/A	N/A	\$	\$	\$
5		N/A	N/A	\$	\$	\$
66XX/15XX—Technology hardware, capitalized						
6	CTE Welding Equipment – 12 bays	12	\$12,500	\$	\$150,000	\$150,000
7	CTE Health Science Lab Equip	3	\$3300	\$	\$9900	\$9900
8	CAD Hardware Media Bundles	20	\$1605	\$	\$32100	\$32100
9			\$	\$	\$	\$
10			\$	\$	\$	\$
11			\$	\$	\$	\$
12			\$	\$	\$	\$
13			\$	\$	\$	\$
14			\$	\$	\$	\$
15			\$	\$	\$	\$
66XX/15XX—Technology software, capitalized						
16	Welding/CAD software	license	\$14,800	\$	\$14,800	\$14,800
17	Naviance Succeed software	185	\$78	\$	\$14,430	\$14,430
18	Business Accounting software	20	\$335	\$	\$6700	\$6700
19			\$	\$	\$	\$
20			\$	\$	\$	\$
21			\$	\$	\$	\$
22			\$	\$	\$	\$
66XX/15XX—Equipment, furniture, or vehicles						
23	Computer desks with chair	40	\$778	\$31,120	\$	\$31120
24			\$	\$	\$	\$
25			\$	\$	\$	\$
26			\$	\$	\$	\$
27			\$	\$	\$	\$
28			\$	\$	\$	\$
29			\$	\$	\$	\$
30			\$	\$	\$	\$
31			\$	\$	\$	\$
32			\$	\$	\$	\$
33			\$	\$	\$	\$
34			\$	\$	\$	\$
35			\$	\$	\$	\$
36			\$	\$	\$	\$
37			\$	\$	\$	\$
38			\$	\$	\$	\$
39			\$	\$	\$	\$
Grand total:				\$31,120	\$248,580	\$279,700

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #13—Needs Assessment

County-district number or vendor ID: 178903

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

CISD's Needs Assessment Process: Each year, the Calallen ISD (CISD) Education Improvement Committee (CEIC) made up of principals, teachers, campus staff, district staff, parents, community representatives, business owners, and industry leaders studies demographic and academic data to set ambitious but achievable goals for the district. The committee conducts a comprehensive needs assessment annually that takes into account trends in the data disaggregated by all student groups to determine the cause of deficits in academic performance. Needs are prioritized based on the core values of the district. A CISD Improvement Plan is developed to address areas most critical to improving student success. **Prioritizing Needs:** Once district improvement plans are developed, the site-based Education Improvement Committee meets to prioritize district goals based on the needs of the campus. The team develops a Campus Improvement Plan that outlines campus objectives, activities and expected outcomes to meet district goals. The campus team plays an active role in monitoring implementation at the campus level to meet district goals. The Calallen High School Education Improvement Committee has prioritized needs of students in grades 9-12 based on the CISD desired outcome that each student graduate high school prepared for success in postsecondary education. The team identified and prioritized needs for low performing student groups based on current data.

NEED 1: Oil, gas, and manufacturing industries are expected to create more than 69,000 new jobs by 2020. Business leaders have turned to the public schools to provide a skilled workforce for emerging industries. Currently CISD high school courses are designed to fulfill graduation requirements. There is a need to develop an innovative high school program at Calallen Northwest Advanced Studies Center that offers sequenced college preparatory, college credit, and industry credential classes toward a postsecondary credential to meet the workforce needs of the Coastal Bend Region.

NEED 2: Public Education Information Management (PEIMS) reports indicate 42% of the general student population is classified as economically disadvantaged (ECD). TAPR data indicates ECD students score lower than the general population in all subjects at each grade level in the subject areas of Social Studies, Science, and Math. Academic gaps for each subpopulation widen as students progress in school. There is a need to provide *enriched preparation* such as enrollment in a career based cohort, AVID study hall, and tutorials under the guidance of an Advisor to increase the number of students mastering content in core subjects and passing End-of-Course exams.

NEED 3: In the two most highly populated counties of the Coastal Bend Region, over 20,000 residents are first-generation immigrants. Economic studies reveal the majority of immigrants have less formal education than American citizens which is attributed to lower household income, fewer years of parental education, and larger family sizes. A review of TAPR data indicate 76% of CHS students from low income households graduated on a college preparatory diploma plan between 2010 and 2013. In 2013, only 43 of the 376 economically disadvantaged students enrolled at the high school met SAT standards to qualify for college enrollment. There is a need to provide *postsecondary bridging* such as enrollment in developmental courses in English and Math, exam preparation classes, and college going events under the supervision of a Grad Coach to increase the number of students from low income households taking college preparatory courses, meeting entrance requirements, and enrolling in postsecondary education or training.

NEED 4: Of the students from low income households who enter a postsecondary program nationally, over one half will drop out of college during the first year and 11% will earn a credential. Foundation High School Program graduation requirements enable CHS students to take 7 ½ electives during high school. However, only 7.6% of ECD learners at CHS enroll in advanced placement (AP) and 18.7% enroll in dual credit courses. These numbers are much lower than the general student population at CHS and the state average. There is a need to provide a full year of postsecondary courses toward a degree or credential and *first year supports* such as enrollment in a career pathway of classes, introduction to postsecondary institution academic supports, access to a personal technology device, and participation in a practicum that includes an internship or employment opportunity. These supports will be provided under the supervision of an NCAS educator who teaches in the career pathway to improve success rates for high need learners.

NEED 5: Credentials to teach an undergraduate course in an institution of higher education (IHE) include 18 hours of courses in the subject area taught. Even though over one-fourth of CISD teachers have an advanced degree, only 1 of the 86 teachers at the high school has the qualifications to teach a college credit class. Credentials to teach courses and perform assessments to earn an industry certification include completion of industry based certification requirements. There are no teachers at CHS who hold this credential. There is a need to provide opportunities for CISD educators to earn an advanced degree in their content field to serve as an adjunct professor or industry certification to serve as a technical training instructor.

Summary: The NCAS plan was designed to offer an evidence based program empowering first generation college students to meet academic goals.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 178903

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	High school course sequences must be redesigned to meet the needs of a skilled workforce for emerging oil and gas industries. There is a need to provide four customized course pathways that lead to an IHE degree and/or an industry certification. The culture of the charter needs to be aligned to careers in the region to engage students in school. School schedules, calendars, and electives need to be aligned to meet postsecondary requirements.	<i>In May 2015, 100% of CISD Course Catalog offerings for NCAS will include 30 hours of postsecondary credit to a college degree or industry credential. NCAS will work with college and university partners to develop graduation plans in 4 career fields. The campus will be equipped with technology, media and equipment to provide hands-on postsecondary course content in each field. Students will take interest surveys to align personal interests with fields of study and develop a graduation plan for their chosen career.</i>
2.	Economically disadvantaged (ECD) learners have limited experiences with math, science, & social studies content that promote success in class. Achievement gaps widen as class content becomes more rigorous in grades 8 through 10. Success in core subjects in high school is a predictor of success in freshman classes in college. There is a need to provide academic support and enrichment to develop core content skills essential to college success.	<i>In spring 2016, 85% of charter students will meet or exceed state achievement standards in core subject sections of the STAAR End-of-Course exam. AVID class will be built into each student schedule to build essential knowledge and skills, study skills, and time management strategies. Curriculum assessments will be administered for all students and tutorials scheduled for struggling learners. Software will be purchased to individualize instruction. Advisors will monitor progress and success.</i>
3.	In 2013, only 76.4% of students from low income households graduated on a high school plan designed to prepare learners for postsecondary education. In the same year, 43 of the 376 ECD students enrolled at the high school met SAT standards to qualify for college enrollment. There is a need to provide a bridge between high school and college to increase the number of ECD students who enter postsecondary education or training.	<i>In spring 2016, 95% of charter students will meet enrollment requirements at an institution of higher education (IHE). Developmental courses in English and Math will be part of the NCAS schedule of classes. A Grad Coach will be assigned to each student and family to support students in preparing for SAT exams. The Coach will guide the family in submitting applications for postsecondary entrance, financial assistance, and scholarships. Families will use an online program provided by NCAS to complete tasks.</i>
4.	Foundation High School Program graduation requirements enable Calallen HS (CHS) students to take college credit electives during high school. The percentage of economically disadvantaged learners who enroll in postsecondary courses and earn credit is much lower than the state average and the general CHS student population. There is a need to offer appropriate first year support to ensure postsecondary persistence and success.	<i>In May 2017, 95% of charter graduates will have completed 30 hrs of postsecondary credit and earn a Distinguished Level of Achievement as part on their high school diploma. The Advisor will work with students to enroll in career pathway classes, access postsecondary institution academic supports, and participate in a practicum that includes an internship or employment opportunity. Personal computers will enable students to access postsecondary resources and courses. The advisor will monitor student grades and course completion.</i>
5.	The turnover rate for teachers in CISD is higher than the state average. Consequentially, over one-fourth of the teachers in the district have less than five years of teaching experience. There is only one teacher employed by CHS who is qualified to teach a postsecondary course. There is a need to recruit and retain high quality teachers through an incentive program that provides opportunities to earn an advanced degree or industry training credential.	<i>In summer 2016, 100% of charter educators will have completed coursework and professional development to teach rigorous college preparatory or postsecondary courses. An Educator Excellence Incentive award will be created to provide funding for exceptional instructors to attend graduate courses or industry training to earn credentials to teach postsecondary credit courses. Supporting the development of educator knowledge & skills will increase the hiring and retention of highly qualified educators.</i>

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #14—Management Plan

County-district number or vendor ID: 178903

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	CISD Asst. Superintendent Curriculum	The administrator oversees C&I for CISD and has established a college preparatory program to successfully improve graduation rates of at-risk teens. The administrator has knowledge of CISD and THECB policies, high school and postsecondary course plans, and college entrance requirements. Qualifications: advanced degree in education and valid SBEC credentials.
2.	NCAS Director	The charter administrator has experience in overseeing curriculum and operations of an advanced academic center, knowledge and understanding of college transition and college readiness resources and standards. Qualifications: advanced education degree and valid SBEC credentials.
3.	NCAS Instructor	Each NCAS teacher will serve as an instructor in college preparatory and/or college credit courses. Qualifications include successful record of teaching high need students and SBEC, SACSCOC, and/or industry based credentials to teach postsecondary education or training.
4.	Academic Advisor	Academic Advisors will be NCAS instructors who teach an AVID course and follow a cohort of learners through the program. Qualifications include AVID training, experience in programs serving first-generation college goers and their families, and a SBEC teaching credential.
5.	Grad Coach	The IHE Advisor assigned to work with the charter will have knowledge of college admissions requirements & resources, financial aid, and scholarships. The Coach must be able to present workshops for students and families. Qualifications include a degree in counseling or related field.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	By May 2015, 100% of course pathways will include a technical or IHE credential.	1. Course pathways developed to diploma & credential	05/01/2015	05/15/2015
		2. Educator assignment in college prep/credit courses	05/01/2015	05/15/2015
		3. Labs equipped in four career pathways	05/01/2015	06/15/2015
		4. Career and program exploration conducted	05/01/2015	05/15/2015
		5. Individual Grad Plan completed/cohort assigned	05/01/2015	05/21/2015
2.	By May 2016, 85% students will meet or exceed STAAR EOC standards in core subjects.	1. AVID WICOR curriculum elective, teachers trained	06/01/2015	08/15/2015
		2. Advisors assigned cohort monitor grade/attendance	08/15/2015	09/01/2015
		3. Developmental courses in English, Math created	06/01/2015	08/15/2015
		4. 9 week assessments scheduled	09/01/2015	09/15/2015
		5. Customized tutorials established	09/15/2015	09/21/2015
3.	By summer 2016, 95% will complete postsecondary enrollment requirements.	1. Grad Coach identified for each cohort	08/15/2015	09/01/2015
		2. Career Day, College Advising events scheduled	09/01/2015	10/01/2015
		3. Exam preparation sessions and exam scheduled	09/01/2015	10/01/2015
		4. Online program training to assess IHE applications	10/01/2015	11/01/2015
		5. Applications submitted entrance/financial assistance	11/01/2015	12/20/2015
4.	By summer 2017, 95% of students will complete 30 hours credit & Dist. Achievement	1. Face-to-face, on-campus, and online courses	06/01/2015	08/15/2015
		2. Tech Lending provides access to IHE resources	08/15/2015	09/15/2015
		3. AVID study hall elective established-pass courses	07/15/2015	08/15/2015
		4. Internships and education opportunities identified	07/15/2015	12/01/2015
		5. Advisors monitor progress - guide use of supports	08/15/2015	06/15/2016
5.	100% of charter teachers will have credentials to teach college preparatory or credit courses.	1. NCAS instructor credentials identified	05/15/2015	06/15/2015
		2. Educator Excellence incentives established	06/15/2015	06/30/2015
		3. CISD teachers attend graduate or industry courses	06/01/2015	07/15/2016
		4. CISD teachers instruct college prep/credit courses	08/15/2015	07/26/2016
		5. CISD teachers instruct CTE and industry credential	08/15/2015	07/26/2016

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 178903

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Process and Procedure: The Texas Education Agency recommends a continuous improvement process to monitor the attainment of goals and objectives that includes planning and action; collecting, interpreting, and using data; and responding to changing conditions. **Planning and action:** The CISD Education Improvement Team created a chart that lists five objectives that represent the specific changes that the charter will achieve in order for at-risk learners to improve achievement, successfully complete a year of college, and graduate with a high school diploma and one year of college credit. The chart provides milestones for accomplishing each objective. Milestones are mini-performance targets that represent specific changes in program accomplishment met on the way to achieving each charter objective. The chart was used by the planning team to develop action steps for implementation. This document will be used as a framework to ensure implementation is structured to meet goals and objectives. **Collecting, Interpreting, and Using Data:** The campus based NCAS Education Improvement Committee will meet each semester to monitor the implementation of action steps and the completion of milestones using the timeline. The committee will report stakeholder feedback concerning project implementation. In addition, student scores on 9 week assessments will be reviewed to determine academic progress and achievement. **Responding to Changing Conditions:** The campus plan was created using research based components; however, the team will have the autonomy to make revisions to the plan's milestones and action steps to meet each objective based on data and feedback. Using this process of continuous improvement will ensure grant milestones are accomplished and objectives are achieved in a timely manner, and that stakeholders have a voice in grant management. **Communication to Stakeholders:** Educators, students, parents, and community members are members of the NCAS Education Improvement Committee and will be part of the site based process. However, communication for stakeholders not in attendance at the meeting is important to the success of the charter. The Dean of Students, serving as campus administrator, will post the meeting agenda and minutes on the school website after each meeting. The Director will also communicate changes to campus teachers and staff at faculty meetings and to community college and university faculty teaching courses at NCAS through email.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Ongoing, Existing Efforts Similar to the Planned Project: Over the past four years, Calallen ISD has established a successful dual credit program that offers students in Calallen and four neighboring school districts the opportunity to take college credit courses face-to-face with professors from regional colleges and universities. Based on the innovative postsecondary education program, CISD has earned the TAPE award for outstanding achievement in the overall development of community partnerships that enhance student success, and has also been recognized by the *Texas School Business* magazine for implementing a program that is bettering the lives of students, the school and the community. **Coordination of Efforts to Maximize Effectiveness:** The Northwest Center for Advanced Studies will expand this successful program to increase the number of first generation college goers successfully entering college and completing credit bearing courses. Existing resources including college and university articulation agreements, course crosswalks, institution of higher education eligibility requirement documents, textbooks, technology tools, and developmental English and Math curriculum will be used by the charter school to maximize effectiveness of grant funds. **Continued Support and Commitment:** The planning committee has documented strategies for sustaining participation after the grant period. (a) *Participant Support* - Partner IHEs have signed MOUs to document commitment to teach courses at NCAS. Also, regional school districts have expressed their willingness to recruit ECD students for enrollment in NCAS. (b) *Accessible Curriculum*-Grant funds will be used to develop career pathway course sequences, developmental course curriculum, and common assessments that will enable the district, community college, university and technical schools to offer quality programming after the grant period ends. Through the NCAS website, partners will access a "menu" of career pathway courses for high demand occupations with stackable credentials sequenced from certification to progressively higher-level IHE degrees and industry credentials. The listing will include related service learning, internship and employment opportunities. (c) *Highly Qualified Staff* - NCAS instructors will receive training in the integration of college components (syllabi, online research, etc) into curriculum. Instructors identified through educator effectiveness data as leaders will also receive incentives to earn credentials to teach NCAS courses.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #15—Project Evaluation

County-district number or vendor ID: 178903

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	HS Course Catalog Review. # of pathways with 30 hr postsecondary class to degree	1.	Four pathways to degree with 30 hours of postsecondary credit.
		2.	Pathways include CTE courses and industry credential.
		3.	Pathways specify internships and/or paid employment in field.
2.	STAAR/PEIMS Audit. Collect # of students met standards EOC, pass course 11 th /12 th	1.	# ECD students passing American History EOC in 11 th grade is 85%
		2.	# ECD students passing core content courses in 11 th increases to 85%
		3.	# ECD students passing core content courses in 12 th increases to 85%
3.	Naviance Succeed Report Audit. # students enrolled post-secondary education/training	1.	# of students who meet TSI exam standards is 95%
		2.	# of students who are admitted in postsecondary education or training-95%
		3.	# of students who apply for financial assistance or scholarship-95%
4.	Transcript Audit. Collect # of students with 30 hours of credit on IHE transcript at graduation.	1.	# of students who completed 30 hrs of postsecondary credit at grad is 95%
		2.	# of students who earned a TEA endorsement upon graduation is 95%
		3.	# of students who earned a Distinguished Level of Achievement is 95%
5.	PEIMS Audit. Collect # of educators teaching a college credit course at NCAS.	1.	# of HS teachers earning an advanced degree in field of instruction
		2.	# of HS teachers teaching a college credit course at NCAS
		3.	Increase in HS teachers instructing in a college credit course at NCAS

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Process for Collecting Data: Program and student level data must be monitored continuously to achieve program success. The NCAS Education Improvement Committee will use the grant matrix that aligns goals and objectives to a timeline of critical success factors and milestones to monitor program level data and determine the extent to which the activities of the project were implemented as planned. Student level data will be monitored to determine if NCAS is effectively implementing the TLP to improve academic achievement for ECD learners and to prepare students to enter and succeed in postsecondary courses. **Problems Identified:** The program level and student level data that will be collected and monitored for each critical success factor to determine progress toward milestones is shown below:

Critical Success	Milestone	Program Level Data	Student Level Data
Increase the choice of learning opportunities	Increased course offerings to 30 hrs IHE credit	Audit CISD Course Catalog: FHSP grad requirements, IHE degree courses, CTE industry credential courses, practicum	Audit student graduation plan: % include 15 credits per year in career pathway.
Improve teaching and learning	Improved college preparation program.	Audit NCAS schedule: Number of students served in AVID WICOR college prep elective (10 th), tutorials (10 th -12 th).	Audit PEIMS: % passing Algebra II, Chemistry, World History EOC and TSI exam.
Encourage different/innovative learning programs	Increased enrollment in postsecondary	Audit NCAS schedule: Number of students taking developmental English and Math (11 th), TSI exam prep & exam.	Audit TAPR reports to determine number students meet TSI standard, enroll IHE
Establish a new form of accountability for schools	Increased grad expectation includes 30 hours. IHE credit.	Audit NCAS schedule: Number of students enrolled in core and elective credit bearing courses and AVID Study Hall (11 th – 12 th).	Audit reports to determine number of HS graduates who complete 30 hours of postsecondary credit.
Create opportunity to attract teachers to school system	Increased teachers qualified to teach in IHE	Review NCAS personnel list to determine number educators enrolled in graduate program, credentialed to teach.	Audit transcripts to determine number of students in course with HS teacher.

Problems Addressed: The CISD Assistant Superintendent, serving as the project manager, will work with the NCAS Director to present information to the NCAS Education Improvement Committee. The team will use program and student level data and feedback from the high school and charter campuses to make changes to the milestones and action steps as warranted ensuring student and school success.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 178903

Amendment # (for amendments only):

Statutory Requirement 1: Describe the administrative relationship between the charter school and the authorized public chartering agency (i.e., the local board of trustees, the commissioner, or the charter holder board).

Note: All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Northwest Center for Advanced Studies (NCAS) will operate as a charter campus of Calallen Independent School District (CISD). The charter was approved by the Callalen Independent School District (CISD) Board of Trustees on November 17, 2014. The board followed the process specified in local charter policy to approve the campus charter after being advised of the statutory requirements with which a campus charter must comply and the items that must be included in the charter application. As the governing body of the charter, the CISD Board defined the mission of the school as a college preparatory and success campus based on needs and recommendations of the CISD Education Improvement Plan. The Board appointed the Superintendent as the chief administrator for the charter campus and will provide the Superintendent with the autonomy to oversee the hiring of a qualified Director to manage the school's day to day operations.

As a charter campus, NCAS will be subject to federal and state laws and rules governing public schools. The CISD Board has developed a framework of governance to guide members in applying laws and rules appropriately. Each year, Board Members attend continuing education presented by Educational Service Center Region 2 (ESC 2) to improve their ability to govern. Training consists of:

1. Orientation sessions - Each new school board member participates in a local district orientation to become familiar with local board policies and procedures and district goals and priorities. The local district orientation addresses the following areas of local policy:

- Curriculum and instruction;
- Business and finance operations;
- District operations;
- Superintendent evaluation; and
- Board member roles and responsibilities.

In addition, new and sitting board members annually participate in an orientation to the Texas Education Code. The presentation reviews statutory provisions related to governing Texas school districts.

2. Annual team-building session - The entire board annually participates with the superintendent in a team-building session facilitated by ESC 2. The team-building session is a review of the roles, rights, and responsibilities of a local board as outlined in the framework for governance.

3. Continuing education - Each board member receives additional continuing education conducted by ESC 2 each year. Topics are based using the framework for governance leadership to fulfill district needs.

NCAS will operate as a campus charter of CISD. The CISD Board will work with the charter campus to ensure NCAS is complying with all of the state and federal laws that apply to the school and that the school is operating in accordance with its charter and with any approved amendments to its charter:

- a. NCAS Improvement Plan: Each year, the NCAS Education Improvement Committee will recommend an educational plan for the upcoming school year, and a corresponding budget based on the campus needs assessment. The Board will approve the plan and budget based on the annual summative evaluation;
- b. CISD Board Policy: The NCAS Education Improvement Committee will be responsible to make requests to the Board concerning recommended changes to CISD policy to meet the needs of the innovative postsecondary education plan. CISD Board Members will use training on local and legal policies to make appropriate changes that respect the goals of the campus and district;
- c. CISD Superintendent Evaluation: The CISD Board of Trustees will evaluate the performance of the charter chief operating officer, the Superintendent, using the district approved evaluation process.

The CISD Board of Trustees, a committee of community members, has developed a governance framework and undertakes ongoing training in school policy. The Board is well prepared to serve as an administrative body to support the campus and district in meeting the shared vision of ALL students finding success in school and a career.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 178903

Amendment # (for amendments only):

Statutory Requirement 2: Describe how the authorized public chartering agency will provide for continued operation of the school once the Federal start-up grant has expired.

Note: All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

2015-2016 Public Charter School Program Start-Up Grant funding will be utilized for program implementation during the first year of the grant. These funds will be used to open Northwest Center for Advanced Studies with the specialized materials, professional development, and resources needed to meet the needs of economically disadvantaged students preparing for college entrance and taking postsecondary courses. The campus will rely on state and federal funds and partner support for continued operation of the school once the Federal start-up grant has expired.

Calallen ISD will utilize all available sources of funding to provide for operation of the school. Public schools in Texas receive state funds based on the average daily attendance (ADA) of students. This process is the same for independent school districts and for charter schools. The Foundation School Program (FSP) will be used to provide an appropriate instructional program and facilities to meet the educational needs of NCAS students. The district will apply for all available federal funding including:

1. Special Education IDEA funds to provide special education programs;
2. Title program funds to provide resources for economically disadvantaged learners, staff development and materials for technology integration, staff development training for teachers and staff, ESL and bilingual programs for limited English proficient students, innovative programs for school improvement, and resources to support safe and drug free schools; and
3. Bilingual allocations for providing English as a Second Language or Bilingual instruction.

Additional state and federal formula grants will be utilized as available to provide curriculum, materials, and resources that promote student success. These funding sources will be used each year to provide continued operation of the school once Federal start-up grant has expired.

NCAS will work with education and business partners to provide college course tuition. Unlike independent school districts, charter schools cannot charge tuition for enrollment. This makes it difficult for the campus to pay the college tuition of students working to earn 30 hours of postsecondary credit during high school. To meet this challenge, CISD has an MOU with Del Mar College and Texas A&M Kingsville to enroll NCAS students at a reduced rate. In addition, the district has created four career pathways to a NCAS high school diploma. All plans include Career and Technology Education (CTE) classes each semester. The CTE courses will provide the basic content and skills for each career pathway and will also provide weighted funding for the campus through Carl Perkins allotments. The additional funding will be used to pay the reduced tuition for credit bearing courses. In addition, the district will work with institution of higher education partners to secure scholarships from educational foundations and other sources to pay tuition for economically disadvantaged students to enroll in college credit courses. In addition to education partners, industry leaders have shown interest in developing a skilled workforce for emerging industries in the region. These partners will provide scholarships, service learning projects, internships, and employment opportunities for students at NCAS.

The Director, Grad Coaches, and Academic Advisors will research all grant programs to support economically disadvantaged students attending NCAS with course tuition including:

- PELL
- Texas Educational Opportunity Grant
- Texas B-On-Time
- Texas Work Study
- Tuition Equalization Grant Program

The Northwest Center for Advanced Studies will also work with institution of higher education and business partners to submit applications for various discretionary and competitive grant programs as they become available to implement the charter vision and campus improvement initiatives.

CISD has a reputation for excellence in our educational program. We will coordinate all sources of funding to not only continue the charter, but to expand the program and the number of student's served each year until we have a postsecondary program that positively impacts high need learners in our district and region.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 178903

Amendment # (for amendments only):

Statutory Requirement 3: Describe and justify any requests for waivers of any Federal statutory or regulatory provisions that the eligible applicant believes are necessary for the successful operation of the charter school, and a description of any state or local rules, generally applicable to public schools, that the applicant proposes to be waived, or otherwise not apply to, the school.

Note: All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Students in the Northwest Center for Advanced Studies (NCAS) will take postsecondary credit courses beginning in the 10th grade. All students will also spend time on a college campus or take college courses online during the summer. Opportunities for participating in service learning, internships or paid employment will also be provided. NCAS will request waivers of Federal statutory or regulatory provisions when necessary to allow students to attend courses in institutions of higher education or career related activities.

As the charter school is expanded to provide credential in four endorsement fields, there is the possibility that students in technical credit courses will be transported to a college campus or technical training center for class. The campus and district will not need to request a waiver for students attending postsecondary courses off campus. A student not actually on campus at the time attendance is taken may be considered in attendance for Foundation School Program purposes if the student is enrolled in and attending an off-campus course for dual credit. The campus will choose an alternate attendance-taking time for a group of students that is scheduled to be off campus during the regular attendance-taking time. The alternate attendance-taking time will be in effect for the period of days or weeks for which the group is scheduled to be off campus during the regular attendance-taking time and will not be changed once it is selected for a particular group of students.

Texas school districts are required to provide at least 180 days of instruction (Section 25.081, Texas Education Code). CISD currently requests a waiver to allow teachers to attend 6 days of professional development each year. The waiver will be extended to allow students to take college credit courses at a college or university campus. For all dual credit courses that are part of the student's Foundation High School Program graduation requirements, the campus will choose to use the days when the high school meets but the IHE does not at the beginning and end of a semester to provide instruction in the Texas Essential Knowledge and Skills (TEKS) not demonstrated in the college course. This allows the campus to meet attendance requirements while also meeting course content requirements. However, some students will need to take courses that are not offered at the high school campus. The student will attend these college credit courses at a college, university, or technical training campus. The charter will apply for a waiver to allow a student who attends classes at an institution of higher education (IHE) or technical training center with a calendar of less than 180 days to be considered in attendance at his/her high school. The waiver of the 180-day calendar requirement will be in place before the second year of campus operation. The waiver requests will be sent to the Texas Education Agency State Waivers Unit. The campus and district will report the student's attendance in the Public Education Information Management System (PEIMS) with a different track to reflect the shorter calendar. Reporting the student with a separate track will prevent any reduction in state funding.

In addition to waivers, the charter school Campus Improvement Committee will consider applying to TEA as an Early College High School to become exempt from Dual Credit Restrictions (grade level and number of courses taken) during high school. This application will be completed to become applicable in 2016-17 when 10th graders are attending the charter.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 178903

Amendment # (for amendments only):

Statutory Requirement 4: Describe how the grant funds will be used to accomplish the purpose, goals and objectives of the grant. Describe how the items/activities are necessary for initial implementation and the anticipated outcome for using grant funds for the purpose. Include a description of how such funds will be used in conjunction with other Federal programs administered by the U.S. Secretary of Education.

Note: All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

2015-2016 Public Charter School Program Start-Up Grant funds will be used to accomplish the purpose of the grant program. The purpose of the Northwest Center for Advanced Studies (NCAS) charter campus is to increase the number of first generation college goers graduating from high school, earning a postsecondary credential, and finding gainful employment in the Coastal Bend Region. The budget request to meet each goal and objective are explained below:

Goal 1: Increase choice of learning opportunities in public school. *Objective 1 - 100% of charter course pathways will include 30 hours of postsecondary credit to a college degree or industry credential in a career field.* Funding will be utilized to plan and design graduation pathways to a career in 4 endorsement fields. The charter will contract with institution of higher education faculty and training center administrators to develop the graduation plan templates and curriculum for postsecondary credit courses. Equipment for learning labs to teach specialized courses in four career pathways (health science, CAD engineering, industrial welding, and business accounting) will be purchased. Technology, media, and specialized software programs for each pathway will also be purchased. During the planning phase, funding will provide salary for the team to develop pathways, associated curriculum, and set up the four lab classrooms.

Goal 2: Improve Teaching and Learning. *In spring 2016, 85% of charter students will meet or exceed state achievement standards in core subject sections of the STAAR End-of-Course exam.* Funding will be used to provide professional development in AVID WICOR curriculum for teachers including travel and registration fees. Also, non-consumable instructional supplies and materials, textbooks, reading materials, curriculum materials for instruction, and library and reference books will be purchased. In addition, funds will provide online assessment programs to monitor student progress, technology programs to individualize instruction, and educator extra-duty pay to implement extended day tutorials.

Goal 3: Establish new form of accountability for schools. *Objective 3 - In spring 2016, 95% of charter students will meet enrollment requirements at an institution of higher education (IHE).* Developmental courses in English and Math will be created to meet the needs of NCAS students. Funding for NCAS students to take online TSI entrance exam preparation programs, as well as, testing fees will be provided through the grant. Grant funds will provide registration, fees, and travel for families to attend college events. The funding will also be used to purchase an online program to enable the Academic Advisor to post career pathway templates and monitor student grades and completion in coursework. The online program will enable the Grad Coach to monitor student and family completion of college going tasks including taking exams, applying for admittance, and submitting applications for scholarships, grants, and financial aid.

Goal 4: Encourage different/innovative learning programs. *Obj. 4 - In May 2017, 95% of charter graduates will have completed 30 hrs of postsecondary credit and earn a Distinguished Level of Achievement as part on their high school diploma.* Grant funds will provide textbooks and materials for postsecondary education courses. In addition, funding will provide personal computers, insurance and maintenance agreements for NCAS students. 11th and 12th graders will borrow the technology devices through a lending agreement to access postsecondary resources and courses.

Goal 5: Create professional opportunities that attract teachers to the district. *In summer 2016, 100% of charter educators will have completed professional learning to teach rigorous college preparatory and credit courses.* Grant funds will be used to pay educator excellence incentives to provide tuition for NCAS instructors to earn credentials to teach postsecondary credit courses. The funding will improve the quality of charter school instruction and promote retention of highly qualified educators in our district.

Use of Funds/Outcome: High school campuses across Texas are integrating dual credit into the district graduation plan. However, these schools cannot provide a prescriptive program geared to providing enriched preparation, postsecondary bridging, and first year supports to empower economically disadvantaged, first generation college goers to succeed in postsecondary education. Each budget request will be used to implement objectives, meet milestones, and achieve performance targets as outlined in the grant plan. The Assistant Superintendent for Finance will work with the Director to ensure funds provided through Federal programs administered by the U.S. Secretary of Education will be coordinated with grant funding to meet the individual needs of students in our school. Because we are using evidence based strategies and have carefully planned to implement the objectives of the charter plan, we have high expectations for the success of our students and school.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 178903

Amendment # (for amendments only):

Statutory Requirement 5: Describe how the charter school that is considered a local educational agency under state law, or a local education agency in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Act. (See Appendix 1.) Failure to respond appropriately to this requirement will deem the applicant ineligible for funding as meeting the needs of special education students is a statutory requirement for this federal program.

Note: All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Calallen Independent School District (CISD) provides assurances that Northwest Center for Advanced Studies (NCAS) will comply with Part B of the Individuals with Disabilities Education Act [sections 613(a)(5) and 613(e)(1)(B)]. NCAS students and school will be treated as any other campus of the district:

- a. Calallen ISD will serve children with disabilities attending Northwest Center for Advanced Studies in the same manner as the district serves children with disabilities in its other campuses. This includes providing supplementary and related services on site at the charter school to the same extent to which CISD has a policy or practice of providing such services on the site to its other campuses; and
- b. Calallen ISD will provide funds under this part to the charter campus on the same basis as CISD provides funds to the other public campuses. This includes proportional distribution based on relative enrollment of children with disabilities. Funds will be provided at the same time as the agency distributes other Federal funds to the agency's other public schools, consistent with the Texas charter school law.

Calallen ISD has a commitment and outstanding record of meeting the needs of special education students. The district will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Act and all required statutes of this federal program.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 178903

Amendment # (for amendments only):

Statutory Requirement 6: Describe the educational program to be implemented by the proposed charter school, including (1) how the program will enable all students to meet challenging state student academic achievement standards; (2) the grade levels or ages of children to be served; and (3) the curriculum and instructional practices to be used.

Note: *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.* Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

To create an educational plan that meets the needs of the targeted economically disadvantaged, first generation college-goers, Northwest Center for Advanced Studies leaders reviewed programs that have a record of success for improving academic achievement, and high school completion rates, and college entrance and success rates. **(1) Meet Academic Achievement Standards:** NCAS will provide targeted high need students in grades 10-12 access to dual credit and technical credit courses with the intent that students will complete 12th grade with a high school diploma and at least 30 credit hours of postsecondary credit from Craft Technical Training Center, Del Mar Community College and/or Texas A&M University-Kingsville. Because the campus will serve a diverse student population, the NCAS education plan includes proactive strategies that provide enriched preparation, postsecondary bridging, and first year supports to increase the number of students meeting STAAR academic standards to graduate high school and TSI exam standards to enter postsecondary education. Recommendations outlined by Educate Texas (formerly the Texas High School Project) and Jobs for the Future (US Department of Education) that are components of the NCAS educational plan include: (a) *Student Preparation* - Increased academic rigor and high school preparation that is aligned to post-secondary expectations is necessary to ensure that students are able to make successful transitions from the K-12 to post-secondary system, and persist and succeed once there. NCAS graduation plans will show the correlation between each Foundation High School Course, Texas General Education Core Courses, and postsecondary electives. The learner and family will create a college degree plan that outlines the courses that have been taken and the courses that are required to attain a degree or technical credential. (b) *Reading, Math, and Writing Emphasis:* There is a high correlation between the number of students who pass Algebra I and the number of students who successfully enter a postsecondary degree program. Studies show high need students who spend extra time in AVID WICOR curriculum taught by highly qualified teachers to develop conceptual understanding of complex mathematics concepts are more successful than peers. Also, there is also a strong correlation between the number of learners who earn a college credit in English I and the number of students who graduate from college. Failure in this composition course is most often attributed to a lack of college level reading and writing skills. To improve student achievement in these content areas, NCAS students will attend an AVID course in 10th and 11th grade and a freshman seminar class. (c) *Mentors:* Students at NCAS will be assigned to cohorts in their career pathway. Each cohort will work with a Grad Coach (AVID advisor) and an Academic Advisor. The advisors will guide students in meeting personal and academic goals and will serve as a support system to encourage students to make good decisions that promote academic success. **(2) Grade Level Served:** NCAS will serve 11th and 12th graders during the first year of operation. 40 to 60 students will be enrolled in each grade level. The campus plans to add one high school grade level, 10th grade, in 2016-17. Approximately 40 students will be served in grade 10 each year. **(3) Curriculum & Instruction:** Each NCAS career pathway includes core and elective courses leading to a degree and industry credential. *Core credits:* High school students must take English, Math, Social Studies, Science, Fine Arts, Fitness, and Speech courses to meet *Foundation High School Program* (FHSP) requirements. The Texas Higher Education Coordinating Board *General Education Core Curriculum* requires Texas college students to take courses in the same content areas. For students who do not pass TSI exams during the first administration, college preparatory English Language Arts and Math courses will be taken in the fall of 11th grade. All core courses on the student's graduation plan will be taken as dual or college credit courses during the second semester of 11th grade and during 12th grade. *Career Electives:* The FHSP graduation plan enables high school students to take 7 ½ credits of self-chosen electives. Each NCAS career pathway has been created to include elective Career and Technology Education (CTE) courses that meet requirements of both an industry credential and the college degree plan. Students will take CTE dual credit or college credit classes in 10th, 11th and 12th grade. During their junior and senior year, students will also attend a CTE Practicum. The work-based elective is designed to include a college credit course and completion of a service learning project, internship, or employment opportunity. *Summer School:* Core and elective courses for college credit will be available to NCAS students during the summer through online learning. Students will use personal devices loaned through the technology lending program to access courses and resources. **Summary:** By creating an educational plan designed to meet the needs of first generation college goers, NCAS students will be successful in meeting STAAR and college entrance exam standards of achievement, and in earning postsecondary course credits.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 178903

Amendment # (for amendments only):

Statutory Requirement 7: Describe how the charter school will be managed. (1) Include a detailed description of the ways in which the campus charter school will be permitted to manage autonomously, as evidenced by the day-to-day decision makers at the campus and their input with regard to the school's curriculum, calendar, budget, and daily operations. (2) Describe how this autonomy is **above and beyond the degree of flexibility and autonomy afforded to traditional campuses** within the district.

Note: *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.*
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Under the direction of the CISD Board of Trustees, the Superintendent will serve as the chief administrator for the Northwest Center for Advanced Studies charter campus.

(1) Manage Autonomously: District administrators will work with the campus Director to manage campus curriculum, daily operations, and budget to maintain an *Accredited* charter accreditation status while supporting the autonomous management of the charter campus. Curriculum: The CISD Asst. Supt. of Curriculum will work with the campus Director to manage the school's curriculum. The administrators will meet with educational partners from Del Mar College and Texas ATM Kingsville to develop credit bearing pathways of courses in four endorsement fields. The district administrators will align campus courses with the Foundation High School Plan and develop a campus calendar that meets Foundation School Program (FSP) attendance and eligibility requirements. The district administrator will work with the NCAS Director to identify Limited English Proficient students based on state criteria and provide an appropriate English as a Second Language program if appropriate. The district leader will also guide the Director in meeting TEA requirements for Program Monitoring and Interventions, Student Assessment, IDEA Coordination, and Test Monitoring. While the district leader will work with the charter campus to ensure the school maintains an *Accredited* status, the site based NCAS Education Improvement Committee will have the autonomy to design and implement the innovative campus plan. This group composed of students, parents, teachers, administrators, community members, and business partners will serve as an advisory committee to implement and evaluate the progress of the school in regard to the school's curriculum and calendar. The committee will meet quarterly to discuss educator feedback, review student needs, and analyze performance based data. The committee will address immediate problems and update career pathway course plans and campus calendars based on the information. If warranted, waivers for the campus calendar will be submitted to ensure students can attend both high school and postsecondary course. Daily Operations: The CISD Asst. Supt. Of Personnel & Administrative Services will work with the Director to manage daily operations of the charter campus. The district leaders will work to ensure child nutrition programs, legal services, and data and performance reporting systems are in place. The NCAS Education Improvement Committee will make recommendations for revisions of CISD policy to accommodate charter student schedules (off-site courses or work based practicum) and personnel structures (contracts with non-district employees). The Asst. Superintendent will ensure student and employee handbooks and procedures are in compliance with state guidelines. The CISD Student and Personnel Handbooks will be revised upon approval of the Board to accommodate the charter. Budget: The CISD Asst. Supt. for Finance will ensure the school's financial records are kept in good order, reported in accordance with generally accepted accounting principles, and annual audits that include TEA requirements for ensuring accuracy are reported through the Public Education Information Management System (PEIMS). The district leader will manage the financial accountability system to ensure an *Accredited* rating from the School Financial Integrity Rating System of Texas (FIRST) for Charter Schools. The administrator will work with the campus to correct any problems based on the rating system. The NCAS Director will work with the NCAS Education Improvement Committee to manage the Charter budget based on the charter plan and grant application. When changes are required to meet campus needs, the Director will submit an amendment to TEA.

(2) Increased Flexibility & Autonomy: While district leaders will work with the charter campus to ensure TEA requirements are met and the school maintains an *Accredited* status, the site based NCAS Education Improvement Committee under the guidance of the NCAS Director will have the autonomy to continuously evaluate the progress of the school in regard to the school's curriculum, calendar, budget, and daily operations. The team will use the information to make changes to course sequences and curriculum program based on student performance, adjust schedules and calendars to ensure students can access courses on their individual plans, recommend expenditures to implement evidence based interventions, and revise day-to-day procedures based on campus needs. The committee will meet quarterly to discuss educator feedback and analyze data. The committee will address immediate problems and update the implementation plans based on the information. The team's ability to make decisions independent of the CISD Improvement Committee is above and beyond the autonomy of other campuses in the district.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 178903

Amendment # (for amendments only):

Statutory Requirement 8: Describe the performance measures and methods by which the charter school will determine its progress toward achieving those objectives. For each objective include a description of what is going to change as a result of this grant project, who will achieve the change, how much change will occur, and when will the change occur.

Note: Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The planning team established the program goal and objectives during the fall of 2015. It will be the responsibility of the NCAS Education Improvement Committee to track progress toward meeting objectives to have the information available during the formative and summative review process. Describing the change expected, personnel needed to achieve change, the performance targets, and a timeline for each objective will enable the team to monitor the progress achieved by the program and to step in with assistance or resources when it appears that targets will possibly be missed. The chart below includes:

- Objectives to meet grant goals
- Critical Success Factors to describe expected behavioral change
- Personnel who will achieve the change
- Performance measures and methods used to determine how much change will occur; and
- Timeline that predicts when each the change will occur.

Objective	Critical Success	Personnel	Performance Measure and Method	Timeline
By May 2015, 100% of NCAS graduation plans will include an IHE credential.	Increase the choice of learning opportunities	CISD Asst. Supt. of Curriculum, NCAS Director, College & University Faculty; Business leaders	Review 2015-16 Course Catalog to determine if four course pathways leading to a postsecondary credential	May 2015
In spring 2016, 85% of students will meet EOC achievement standards.	Improve teaching and learning	NCAS Students, Teachers, IHE Faculty, NCAS Advisors and Tutors	Audit NCAS schedule to determine if AVID and Teen Leadership electives, 9 week assessments, and academic tutorials are included.	May 2016
95% of charter students will meet college entrance requirements and enroll in college during high school	Encourage different/innovative learning programs	NCAS students and Advisors, College & University Faculty	Audit PEIMS IHE enrollment data to determine the number of students who met entrance requirements and enrolled in postsecondary education.	Dec 2015
95% of charter graduates complete 30 hrs of IHE credit and earn Distinguished Level of Achievement Award.	Establish a new form of accountability for schools	NCAS students, CISD Asst. Supt. of Curriculum, NCAS Director, College & University Faculty	Audit transcript data to determine the number of students who earn 30 hours of IHE credit; Review TAPR data to determine if NCAS earned a Distinguished Level of Achievement	June 2016
In summer 2016, 100% of educators complete credential to teach IHE prep or credit.	Create opportunity to attract teachers to school system	NCAS teachers	Audit teacher transcripts and certifications to determine number of teachers with credentials to teach college preparation or postsecondary credit courses.	July 2016

The information above will be used to lead discussions of problems and successes during quarterly NCAS Education Improvement Committee reviews. Tracking progress toward meeting objectives through scheduled meetings will help the charter stay on track to manage and reassess goals, revise action plans to achieve milestones for each critical success factor, and focus daily efforts on meaningful tasks to meet performance targets. The committee will use the information from each meeting to ensure the charter program meets objectives to make a positive impact on participants.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 178903

Amendment # (for amendments only):

Statutory Requirement 9: Describe how parents and other members of the community will be involved in the planning, program design and implementation of the charter school.

Note: *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.* Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Calallen ISD (CISD) uses the site based management guidelines provided by the Texas Education Agency to ensure parents and other members of the community are involved in planning, program design and implementation of campus initiatives. The charter campus will use the same processes to ensure all stakeholders are represented.

Planning: Key district and campus personnel including teachers, administrators, parents, community members, and business leaders comprise the CISD Education Improvement Committee. This committee has been instrumental in establishing a successful dual credit program that offers students in Calallen and four neighboring school districts the opportunity to take college credit courses face-to-face with professors from regional colleges and universities. Based on the innovative postsecondary education program, CISD has earned the TAPE award for outstanding achievement in the overall development of community partnerships that enhance student success, and has also been recognized by the *Texas School Business* magazine for implementing a program that is bettering the lives of students, the school and the community. With the goal of increasing the number of first generation college students graduating from high school earning a college degree to find gainful employment in the Coastal Bend Region, the district based committee developed a charter plan to create a charter campus serving first generation college students in grades 10-12.

Program Design: Parents and business partners played a major role in determining types of industry credentials and degree programs to offer at the campus. They were also a driving force in setting the expectation that each NCAS student will complete high school with at least 30 credit hours in postsecondary education or training. The completion of 30 credit hours not only provides learners with the self confidence and skills to successfully earn a degree in their chosen field, but also fulfills enrollment requirements to expand the number of colleges that will accept the student into a degree program. If the grant is awarded, a new site based team will be created, the Northwest Center for Advanced Studies Education Improvement Committee. The committee will include students, parents, school and community members and will be expanded to include representatives from: Region 2 Education Service Center, AVID, Del Mar College, Texas A&M University-Kingsville, Workforce Solutions of the Coastal Bend, Christus Spohn Health Care System, Lyondell Basell industries and Craft Training Center. The committee will create a Campus Improvement Plan in accordance with the charter application and CISD guidelines.

Program Implementation: The team will serve as an advisory committee to implement and evaluate the progress of the school based on the goals, objectives, milestones, and outcomes outlined in the grant application. The committee will meet quarterly to review district data, analyze district needs, evaluate current efforts, and update grant implementation based on the information. The charter campus and district will retain and maintain on file evidence of:

- Ongoing monitoring of campus data to determine progress toward meeting objectives and goals;
- Using feedback to make changes to activities and milestones based on data.

At the end of the first year of operation, the NCAS Education Improvement Committee will create the 2016-2017 NCAS Education Improvement Plan. The campus plan will be reviewed and revised by the CISD Education Improvement Committee and submitted to the CISD Board of Trustees for approval. If changes to the charter are desired based on formative evaluation of the committee, the governing body, the CISD Board of Trustees, will request that the charter be amended by the Commissioner of Education. Parents or community members not serving on the committee are welcome to participate in this process or provide feedback to the CAEIC at any time during the school year by contacting the Assistant Superintendent for Curriculum and Instruction or the NCAS Director.

Summary: The educational plan of the Northwest Center for Advanced Studies is based on the vision of our district to offer all students opportunities to succeed in school and a career. The plan is complex because it involves commitment and participation from the high school, institutions of higher education, technical training centers, and regional business and industry. It will take a collaborative effort of educators, parents, students, community members and business partners to make the campus and program successful. The district is committed to working with the community we serve to plan, design and implement the charter plan.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 178903

Amendment # (for amendments only):

Statutory Requirement 10: Describe how students in the community will be (1) informed about the charter school; and (2) given an equal opportunity to attend the charter school.

Note: *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.* Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Northwest Center for Advanced Studies will open as a campus charter of the Calallen Independent School District (CISD) in the fall of 2015. All students within the Calallen, Banquete, Mathis, Odem, and Robstown ISD attendance boundaries, as well as, districts within a 50 mile radius will be eligible to enroll in the charter campus.

(1) Students will be informed about the charter school: The Northwest Center for Advanced Studies (NCAS) will target students at-risk of school failure and/or under-represented in higher education including economically disadvantaged students and first-generation college-goers. Members of the Calallen ISD Leadership Team have reviewed charter campus plans to develop a plan for identifying and recruiting students from diverse student populations across district boundaries. A variety of tools to use in the recruitment process were discussed including Calallen High School campus presentations, partner high school presentations, parent meetings, advertisement on the CISD website and in local and regional newspapers; posting of brochures at community organizations, social service agencies, and businesses; and presenting informational meetings linked to school and community events. All methods of advertisement will be used to advertise the program and recruit students.

(2) Students will be given an equal opportunity to attend the charter school: Eligibility criteria for admission of students to the charter campus will give priority to students attending TEA Focus and Priority schools, students residing in the Calallen ISD enrollment boundaries, and students residing in districts within 50 miles of CISD boundaries. Secondary consideration will give priority to first generation college students and economically disadvantaged students who have the academic credentials in grades 6-9 to succeed in the postsecondary education program offered at the charter. The application will be due by April 1st annually. When the number of applicants is larger than the number of enrollment spaces available, students attending TEA Focus and Priority schools and students residing in Calallen ISD will be admitted and a lottery will be held to fill additional spaces. Applications will be assigned a number and the number will be randomly drawn to fill the allotted spaces for each grade level. A waiting list will also be developed based on the drawing. When openings occur, the charter will offer the space to the next person on the waiting list and will continue down the list, accordingly. The Northwest Center for Advanced Studies will not discriminate on the basis of sex, national origin, ethnicity, religion, disability, academic ability, artistic ability, athletic ability or the district the student would otherwise attend, providing the child's residence is within the charter's geographic boundaries. The Northwest Center for Advanced Studies will reserves the right to exclude a student from enrollment if the individual has a documented history of a criminal offense, a juvenile court adjudication, or discipline problems listed under TEC Chapter 37, Subchapter A (TEC §12.11(a)(6)(A)).

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 178903

Amendment # (for amendments only):

Statutory Requirement 11: Provide a description of the campus charter's process to become a charter school, including:

1. the district's general process for approval of campus charter schools and the steps the campus took to become a charter;
2. the premise in which the school board approved the campus for which a charter was granted to operate;
3. what the campus will be doing differently, above and beyond, that of a regular district campus that merits charter status and charter school start-up funds;
4. if the campus is converting from a regular district campus to a campus charter, what the campus charter will be doing above and beyond that which was done when it operated as a district campus.

Note: Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Calallen ISD followed the instructions for charter authorization provided to the district in a letter from TEA.

1. The district process for approval of the charter: The charter campus application was completed according to CISD Board Policy for approving campus charter schools. Four documents were submitted to the CISD Board of Trustees for review during their regularly scheduled board meeting. The documents will also be part of the application.

- Attachment 1 - Federal Definition of a Public Charter School completed and signed by the Superintendent;
- Attachment 2 - Information Required from Recipients of Charter School Program Grants providing charter application information.
- Attachment 3 - Campus Charter Information Form completed and signed by the superintendent
- MOU with partners - signed memorandums with Del Mar College and Texas ATM Kingsville; and
- Narrative Letter from Superintendent - providing information about the charter and signed by superintendent.

The CISD approved the charter application on November 17, 2014. The meeting agenda and minutes will be submitted with this application.

2. The premise in which the school board approved the campus for which a charter was granted to operate: In accordance with Texas Education Code (TEC), Chapter 12, Subchapter C and in the manner provided by this section, the Board of Trustees of Calallen Independent School District approved the campus charter school as the Northwest Center for Advanced Studies. The campus charter will open under the governance of the CISD Board of Trustees in the fall of 2015. NCAS will provide targeted first generation college students and economically disadvantaged learners in grades 10-12 access to dual credit and technical credit courses with the intent that students will complete high school with at least 30 credit hours from Del Mar Community College, Texas A&M University-Kingsville, and/or the Craft Training Center. All credits will be articulated with a college degree or industrial certification program.

3. What the campus will be doing differently, above and beyond, that of CISD campuses that merits charter status and charter start-up funds: The CISD Board of Trustees fully supports the charter to the new district campus because it offers an innovative educational program geared to the success of high need learners. Calallen High School (CHS) students are eligible to enroll in a limited number of dual credit courses during 11th and 12th grade. Students at NCAS will be able to enroll in 30 hours of dual, college, or technical credit electives based on career field interests. The charter campus will serve as a program of choice for students who are interested in exploring their personal talents, connecting to a career field, and earning postsecondary credits. Based on the vision that our most at-risk students will succeed in school and earn college credit toward a postsecondary credential, the CISD Board of Trustees has approved the Northwest Center for Advanced Studies as a new charter campus.

4. If the campus is converting from a regular district campus to a charter, what the charter will be doing above and beyond that which was done when it operated as a district campus. The campus is converting from a district program to a charter campus. Students at the Northwest Center for Advanced Studies will attend class five days each week. The campus schedule will be created to ensure students can attend postsecondary credit courses in the morning and high school credit courses in the afternoon. The school will use the CISD calendar. On days that the college courses do not meet, students will attend AVID, Texas Success Initiative (TSI) preparation classes, or freshmen seminar classes. During 11th and 12th grade this will be extended to include a work-based practicum of service learning projects, internships, and/or paid employment opportunities. Students will enroll in online summer courses during the spring of each year to prepare for college entrance or to gain college credit. The completion of a high school diploma and 30 college credit hours will provide first generation college goers with the self confidence and skills to successfully enter postsecondary education upon graduation and earn a credential in their chosen field. This is above and beyond the educational plan offered at CISD campuses.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 178903

Amendment # (for amendments only):

Statutory Requirement 12: Specify any basis, in addition to a basis specified by Subchapter C, on which the campus charter may be placed on probation or revoked.

Note: *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.*
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Calallen ISD (CISD) Board of Trustees will follow Subchapter C of Education Code to determine the basis for placing the campus charter on probation or revoking the charter. As stated in Sec. 12.063 of Texas Education Code, the CISD Board of Trustees may place on probation or revoke the campus charter if the Board determines that the campus:

- (1) committed a material violation of the charter;
- (2) failed to satisfy generally accepted accounting standards of fiscal management; or
- (3) failed to comply with this subchapter, another law, or a state agency rule.

The action the board takes under TEC Subsection (a) shall be based on the best interest of campus students, the severity of the violation, and any previous violation the campus or program has committed.

The Board has adopted a procedure to be used for placing on probation or revoking a charter as required in Sec. 12.064 of Education Code. The procedure adopted by the Board provides an opportunity for a hearing to the campus or program for which a charter is granted under this subchapter and to parents and guardians of students at the campus or in the program. A hearing under this subsection must be held on the campus or on one of the campuses in the case of a cooperative charter program.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 178903

Amendment # (for amendments only):

Statutory Requirement 13: Describe how the charter school will be governed. (1) Include a detailed description of the ways in which the campus charter school will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus and their input with regard to the school's curriculum, calendar, budget, and daily operations. (2) Describe how this autonomy is **above and beyond the degree of flexibility and autonomy afforded to traditional campuses** within the district.

Note: *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.* Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Calallen Independent School District (CISD) Board of Trustees will be the governing body of the charter holder. Under the direction of the Board, the Superintendent serves as the chief administrator for each school in Calallen ISD including the NCAS charter campus. The NCAS Education Improvement Committees will serve as a site based decision making team to meet the vision of the campus – The Northwest Center for Advanced Studies will be a college preparatory campus to increase the number of first generation college students graduating from high school, earning a college degree, and finding gainful employment in a high paying occupation of the Coastal Bend Region. The permanent site based committee lead by the Director will be composed of campus students, parents, educators, postsecondary education partners, and business and industry partners. The role of the NCAS Education Improvement Committee will be to promote the successful implementation of the innovative charter vision – to earn credits toward a diploma and a postsecondary credential.

The NCAS Education Improvement Committee will influence the day-to-day implementation of the innovative high school program. During the 2015-16 school year, the committee will use campus data and information to continuously monitor the grant educational plan. The information will be to revise the objectives, critical success factors, milestones, and performance targets of the grant program to help staff solve day-to-day problems and to meet charter goals and objectives. Unlike other campus committees, the educational team will also play a key role in determining the overall well-being of the innovative high school program. The team will recommend:

- Curriculum and instruction priorities to meet student academic achievement goals;
- Revisions to academic and social supports to promote college preparation and persistence;
- Adjustments to the campus calendar and schedule to promote attendance in postsecondary education and work-based learning opportunities, and
- Budget revisions to acquire tools that provide access to postsecondary credits and support programs.

The role of the team in planning, implementing and evaluating the innovative postsecondary education program is above and beyond the degree of flexibility and autonomy afforded to traditional campuses. During planning, the team has worked with district leadership to set goals and objectives for charter curriculum, operations, and leadership initiatives.

During implementation the site based committee will provide:

- A forum for program stakeholders to communicate their opinions, share their expertise, and coordinate services;
- A link between program operations and the CISD Board of Trustees through a member who serves on the CISD Education Improvement Committee to support the interests of the charter within the larger district;
- Promotion and education concerning the early college program with all stakeholders including district educators, board members and the community since many have limited knowledge of early college high school; and
- A structure for involvement by a variety of industry and business partners who offer invaluable support in such areas as development of career pathways, recruitment of students, tuition for economically disadvantaged learners, and internships or employment opportunities.

At the end of the 2016 school year, the site based team will evaluate program effectiveness to make recommendations of program policy and services to the CISD Education Improvement Committee. These recommendations will serve as the basis for the goals and objectives for the charter for the upcoming school year. In this way, team will play a key role in developing and clarifying the future purpose and scope of the charter. In this way, the team has been given responsibility in developing and clarifying the purpose and scope of the charter. This is above and beyond the degree of flexibility and autonomy afforded to traditional campus improvement teams that focus their work on implementing goals established by the district improvement team. The autonomy of the site based team is designed to ensure the innovative charter plan of programs and services is strategically focused on meeting the needs of targeted high risk student groups

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 178903

Amendment # (for amendments only):

Statutory Requirement 14: Describe the manner in which an annual independent financial audit of the campus is to be conducted. The campus charter must have a plan for an audit separate and apart from the district audit. Describe the manner in which the campus will provide information necessary for the school district in which it is located to participate, as required by TEC, Chapter 12, Subchapter C, or by SBOE rule, in PEIMS.

Note: *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.*

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Independent Financial Audit: Calallen ISD is required by state and federal law, as well as internal policy, to undergo an annual external audit of financial statements. An independent annual financial audit of the Northwest Center for Advanced Studies (NCAS) will be conducted separately from the Calallen ISD financial audit. NCAS financial records will be kept in good order and reported in accordance with generally accepted accounting principles (GAAP) using Skyward software which is compatible with PEIMS and meets requirements outlined in the *Financial Accountability System Resource Guide* and the *Special Supplement to Financial Accounting and Reporting*. The annual audit will include the performance of audit procedures for the purpose of reviewing the accuracy of the fiscal information provided by NCAS through the Public Education Information Management System (PEIMS). The Assistant Superintendent for Finance will oversee the NCAS audit and will complete the following steps to meet financial requirements:

1. Prepare the annual financial statements and have them audited by a licensed independent CPA firm.
2. Have the audited Annual Financial and Compliance Report (AFR) approved by the CISD Board.
3. Prepare a PDF version of its board-approved, audited AFR. Ensure that the AFR document includes the signed certificate of board approval and audit firm signatures, and (if issued) management letter, which may be submitted as a separate PDF file.
5. Submit the board-approved AFR document file electronically to the TEA using AUDIT and submit Indirect Costs application in the TEA Secure Environment (TEASE).
6. Complete the Charter School Data Template by entering data from the AFR into the form.

In addition to the annual audit, each year the charter campus will report actual audited financial data from the previous year as part of the Midyear PEIMS data submission. NCAS will receive a School Financial Integrity Rating System of Texas (FIRST) rating through the state's school financial accountability rating system. The rating ensures that Texas public schools are held accountable for the quality of their financial management practices and that they improve those practices. The system will support the charter in successfully managing financial resources to provide the maximum allocation possible for direct instructional purposes.

The campus will provide information necessary for Calallen ISD to participate in PEIMS: The Assistant Superintendent for Personnel and Administrative Services will work with NCAS to report data to TEA as required. The Calallen ISD administrator attends training annually to report data using Texas Education Data Standards (TEDS). These XML-based standards include all data elements, code tables, business rules, and data validations needed to load NCAS education data to the Texas State Data System. The charter will provide data on time and in the format required to meet district data reporting deadlines. This will ensure the district meets TEA PEIMS submission deadlines.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 178903

Amendment # (for amendments only):

Statutory Requirement 15: Explain the manner in which the district will flow other federal funds to the campus charter. Describe the timelines for flowing the federal funds to the campus charter that ensure students are promptly receiving the benefit of services that appropriate federal funds can provide.

Note: *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.* Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Calallen ISD (CISD) is committed to sound financial management through thoughtful planning and sound accountability practices. These fiscal policies enable CISD to provide guidance for campus and district planning committees in developing education plans and for administrators in managing day-to-day school operations. A documented financial plan also enables our district to communicate financial priorities and practices with stakeholders.

Manner in which CISD will flow federal funds to the charter: CISD utilizes the established financial management procedures and processes to flow federal funds to the campus charter including, but not limited to:

- a. General Funds –revenues received from foundation entitlements and other Foundation School Program resources.
 - ✓ Foundation School Program (FSP) funds – These funds are the primary source of funding for charter schools. The number of students attending as well as their program participation determines the amount of funding for each charter.
 - ✓ Transportation Funds - NCAS will also provide transportation to students and receive additional state funds.
- b. Special Revenue Funds - specific revenues that are legally restricted for specific purposes through federal, state, and local grant programs. Charter schools receive federal funds including:
 - ✓ Special Education - Applications for federal special education IDEA funds will be applied for via the Web Standard Application System (SAS) for the Special Education Programs.
 - ✓ Federal Formula "Title" Programs – NCAS will apply for federal funds authorized under the Elementary and Secondary Education Act, as well as the Education Flexibility Partnership Program (Ed-Flex) using the NCLB Consolidated Application for Federal Funding.

Timelines for flowing the federal funds to NCAS that ensure students are promptly receiving the benefit of services: The CISD Assistant Superintendent for Finance will submit data requests and applications for funding using eGrants through the Texas Education Agency Secure Environment (TEASE). The district administrator will work with ESC 2 and TEA staff to ensure the information is submitted on time and in the format requested. Once funds are received by the district, the Assistant Superintendent will immediately distribute the appropriate amount in the budget of each CISD campus. Established funding formulas will ensure the charter campus receives funding in proportion to the number of economically disadvantaged learners served.

CISD has been successful in using governmental funds to improve academic achievement of students. In 2012, the district received a "Region 2, Title I Distinguished Schools Award" from The Education Service Center, Region 2 (ESC-2). At a ceremony, Calallen East Elementary and Calallen Wood River Elementary received the prestigious designation which recognizes schools using federal funds to consistently demonstrate strong academic performance over a three-year period. The Title I, Part A schools achieved the Academically Exemplary rating for the years 2009-2011.

The charter campus was designed to serve economically disadvantaged learner. Federal funds will provide services including enriched preparation, postsecondary bridging, and first year supports to maximize academic achievement. Calallen ISD is committed to sound fiscal management of all funding sources to meet the goal of each student graduating high school, earning 30 hours of credit toward a postsecondary degree or industry credential, and finding employment in our region.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 178903

Amendment # (for amendments only):

TEA Program Requirement 1: Population to Be Served in Year 1 of Implementation. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Campus Charter Schools													40	40	80
Open-Enrollment Charter School															
College/University Charter School															
New School Under Existing Open-Enrollment Charter School															
TOTAL:													40	40	80
Total Staff															12
Total Parents															155
Total Families															80
Total Campuses															1

TEA Program Requirement 2: Population to Be Served in Year 2 of Implementation. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Campus Charter Schools												40	60	60	160
Open-Enrollment Charter School															
College/University Charter School															
New School Under Existing Open-Enrollment Charter School															
TOTAL:												40	60	60	160
Total Staff															20
Total Parents															290
Total Families															160
Total Campuses															1

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 178903

Amendment # (for amendments only):

TEA Program Requirement 3: Number of Students in To Be Served in Year 1 of Implementation Who Would Otherwise Attend a Traditional School Identified as a Priority or Focus School.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Campus Charter School (TEC Subchapter C)													5	3	8
Open-enrollment Charter School (TEC Subchapter D)															
College/University/Jr College Charter School (TEC Subchapter E)															
New School Under Existing Open-Enrollment Charter School															
TOTAL:													5	3	8

TEA Program Requirement 4: For Year 1, provide the names and nine-digit county/district/campus numbers of the schools identified as priority or focus schools that you will be impacting as described above.

	District Name	Campus Name	9 Digit CDC Number
1.	Dr. M L Garza-Gonzales Charter	Dr. M L Garza-Gonzales Charter School	178801001
2.	Corpus Christi ISD	Moody High School	178904 004
3.	Kingsville ISD	Kingsville High School	137901 001
4.			
5.			
6.			

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 178903

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 178903

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 178903

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish partnerships with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 178903

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information on tape	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 178903

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify) Advisors to engage students in career courses	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish partnerships with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 178903

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify) College to Career Events	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 178903

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations and newspapers about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify) Technology devices to access courses and resources	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person: